



THE NORTHWESTERN UNIVERSITY

Reviewing Stand

EVANSTON, ILLINOIS

Illinois U Library Teen-Agers Face Their Problems

A radio discussion over WGN and the Mutual Broadcasting System in cooperation
with the National High School Institute in Speech, Northwestern University

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Broadcast continuously since 1934 by Northwestern University



THE REVIEWING STAND is a weekly radio forum presented by Northwestern University. The program was first broadcast by Station WGN, Chicago, October 14, 1934. It has been on the air continuously since that time, originating in the WGN studios, and, since 1935, carried by stations of the Mutual Broadcasting System. **THE REVIEWING STAND** presents members of the Northwestern University faculty and distinguished guests from business, government, education, and the press in round table discussions of contemporary problems—the questions that are in the news. The program is under the direction of James H. McBurney, Dean of the School of Speech, Northwestern University, and Miss Myrtle Stahl, Director of Educational Programs, WGN, Chicago.

The Northwestern University Reviewing Stand, published weekly beginning May 2, 1943, by the Offices of the Director of Radio (Public Relations), Northwestern University, Evanston, Illinois. Entered as second class matter at the Post Office, Evanston, Illinois, under the Act of March 3, 1875. Subscription price, \$1.00 for 16 weeks, \$2.00 for 32 weeks, \$2.50 for one year. Single copies, ten cents.

Teen-Agers Face Their Problems

MR. MCBURNEY: Our speakers today are members of the National High School Institute, now in session on the campus of Northwestern University. You will hear four high school students, seniors in their high schools next year, discuss some of the problems which teen-agers face. This program has become an annual summer feature of The Reviewing Stand.

We are glad to welcome to our microphone Miss Joanne Allaband, from Spartanburg, South Carolina, our only girl on this program. How do you think you're going to get along with all these boys, Joanne?

MISS ALLABAND: Oh, just fine, I'm sure.

MR. MCBURNEY: Then we have George Del Valle, from Santa Fe, New Mexico; Joseph Frank, from Burlington, Vermont; and George Fredrickson, from Sioux Falls, South Dakota.

Now, what are some of the more important problems which American youth faces, Joe?

World Peace

MR. FRANK: I think the outstanding problem facing teen-agers today—and facing everyone today—is world peace. The international situation in the past, and in our times, has really been quite a mess.

In our own lifetimes we have seen the second world war—not really seen it but lived through it—and we are now seeing our country involved in another war, the Korean war, which we now hope will come to a successful conclusion. There is also the Iranian situation, which we now realize is also a critical “hot spot” of the world.

I think the international situation is the outstanding problem that really has kept Americans worrying through the years, and I personally hope that peace will come in our day.

MR. MCBURNEY: That was Joe Frank, from Vermont.

Now we have two Georges here this morning. George Fredrickson from South Dakota wants to say something.

MR. FREDRICKSON: I think if we remember the fact that everything that happens in the world situation today is going to have a rather direct effect on our future—in other words, the possibility of peace is going to have an effect on how we will spend our future lives, and what our attitudes and what our actions will be—we must realize that it is very important that we, as young people, should search for the true motives and reasons in this world situation.

I would say that our leaders—by their very actions, by the fact that they have been seeking a decision, a conclusion to world problems for such a long time, and still have many varying viewpoints—I think this seems to be evidence that the world situation is a very difficult and complex thing, and can't be settled by a few simple moves.

Military Service

MR. MCBURNEY: Certainly one facet of this international situation that you young men here face pretty directly—and Joanne not too indirectly—is military service.

George, what attitude do you take toward that?

This is our other George—George Del Valle, from Santa Fe, New Mexico.

MR. DEL VALLE: I take the attitude that we must have some sort of military service, but we need a better program of deferment. The present system, deferring the college men with the higher IQ's, and taking those whose IQ's are not so high, does not give a well-balanced program, because we can see that we need many great leaders in the Army with high IQ's, and not only those with the lower IQ's.

MR. MCBURNEY: You are referring to the national testing program which is given in the colleges, and which provides a basis for deferment to certain young men, providing them with an opportunity to continue their college educations. You see certain weaknesses in that. Do you think it is unfair, George?

MR. DEL VALLE: I certainly do, because you may get good leaders from these men who definitely don't have the highest IQ's, and then you may not. And then you need smart men to help run the Army.

'Discriminatory Draft'

MR. FRANK: I would agree with George Del Valle's criticism of the present draft program. It is a little discriminatory against certain occupational classes, such as the farmers, for instance, who really contribute to America as much as anyone else does.

I think the solution to the problem of military service and of keeping America strong for democracy and always ready to stand guard for it in this world is the new proposal of a six-months universal military service program. It seems ideal, because it really wouldn't interrupt a person's education as much as a 27-month program would.

MR. MCBURNEY: Who is proposing that, Joe?

MR. FRANK: I'm not sure exactly who put forth the proposal.

MR. MCBURNEY: Has it reached the status of a Congressional bill?

MR. FRANK: It seems to be receiving serious consideration today in Washington.

MR. FREDRICKSON: As I understand it, power has been granted to create such a program when the time becomes necessary. I believe it was included in a recent Congressional bill. I believe that a policy such as this would largely have to be a policy that would come after a settlement in the Korean war, because it is a peacetime program, but I think it is a very excellent program. It will give us

large reserves of trained manpower without actually having to sustain a tremendous Army, which would entail a tremendous cost, and, perhaps in the long run, would weaken the nation.

MR. FRANK: Yes, this program is extremely practical, and I want to agree with George Fredrickson, this time, on that. Of course, it is true that it is something which must be undertaken in peace, because in the crisis which we are in now, it would take too much of our resources to expand and embark on a program such as that.

'Deferred Not Exempt'

MR. MCBURNEY: May I say to George Del Valle here that some of the thinking behind the deferment of college boys on the basis of these tests, permitting them to continue in college, is that they might conceivably make a larger contribution to the military service after having had the benefit of a college education, the point being that they are *deferred* and not *exempt* from military service.

MR. FREDRICKSON: I think it's very important that we train our engineers and men of technical skills in the event of a future war, when those people are going to be very vital. I have heard it said that the next war will be a scientific, a technological war, so it is very important that we do train these men. I think there might be some merit in considering deferment of men in scientific and technological fields, if a program of two or three years of universal service were adopted, for instance.

MR. DEL VALLE: But, nevertheless, these smart men who could go in right now would be helping the Army sooner than if they were better trained.

MR. FREDRICKSON: I think they will help the Army much more when they have this training. Some people propose that the Army undertake to train these men, that they use certain facilities and train them through the Army, by drafting everyone and then

sending them out to the various fields. That might be the fairest policy.

MR. MCBURNEY: I remember we discussed this issue on the Northwestern University Reviewing Stand some months ago. We raised the question, "Who should be drafted?" Colonel Armstrong, Director of Selective Service in Illinois, was a member of the panel, along with others, and interestingly enough—to me, at least—the issues that were raised in that discussion were almost precisely the issues which you young men and Miss Allaband have been discussing here today.

Opportunities

I want to ask you a question, Joanne, about another type of problem that youth faces today. Do you think that youngsters of your age today face somewhat more limited opportunities than they did, oh, a generation ago? Are the frontiers gone, thus denying you the kind of opportunity that your father and mother had, and your grandfather and grandmother had? What do you think about that?

MISS ALLABAND: No, I definitely think not. I think exactly the opposite. I think the frontiers are much broader today than they were ten or twenty years ago, particularly the scientific frontiers. Most everything is run scientifically, from farming to television. There are new scientific frontiers to conquer in almost all fields and occupations.

MR. MCBURNEY: You have the feeling, then, that there are actually enlarged opportunities, rather than fewer opportunities?

MISS ALLABAND: Definitely.

MR. FRANK: Yes, I agree with Joanne. You can't strike it rich today, with the income tax in effect, and with the physical frontiers gone, but there are great frontiers on the technological fields for one to enter into. There is a wealth of opportunity available, and I hope that we teenagers will really take advantage of it.

MR. MCBURNEY: How about opportunities for women, Joanne?

MISS ALLABAND: I think the opportunities for women are much greater than ever before, also. Women now can and do go to a college. If you take a census, I would venture to say that 90 per cent of the women are preparing themselves for some occupation after graduation.

MR. MCBURNEY: Do you like that idea? What if we have 90 per cent of our women in occupations? What is going to happen to all the babies, or the lack of babies?

Education for Women

MISS ALLABAND: I don't think that is going to interfere with it too much. I think, naturally, every woman's thoughts are of marriage, and her wishes are for marriage. I definitely think, of course, our women will go ahead and get married, and if they do, the children will be of a higher standard, of a higher level, mentally and spiritually, physically and otherwise.

MR. DEL VALLE: I believe it is necessary for the women to get better educations, because if they don't have them, they can't bring up their children in a more educated world later on.

MISS ALLABAND: That is true.

MR. FRANK: That's right. We'll really be raising the level of our society if our women have the advantage of higher education, too, as well as the men. I'm glad that Joanne has satisfied my wonder as to whether women would forego marriage. I wouldn't want to see that. [Laughter]

MISS ALLABAND: I shouldn't think so.

MR. MCBURNEY: There is one problem that your elders think you face, whether you think so or not. A lot of old people—older people, let's put it, like myself—seem to think that the kids of today are lacking in moral stamina, in moral stature, that they are deteriorating morally, that they don't have the strength of courage

and will that they used to have. Do you think that is true, George?

MR. DEL VALLE: Well, don't you find that your father before you said the same thing about your generation?

MR. MCBURNEY: Seems to me I did hear him say that, once or twice. [Laughter]

MR. FREDRICKSON: I think we seldom give our elders credit for some of the wisdom they have. They always picture the teen-ager as a little worse than he really is, but there are certain problems with teen-agers. One of these problems is that certain practices are considered fashionable, or considered necessary for popularity, and the teen-ager is willing to follow the crowd in many types of activities which I think are morally degenerating. I would include the problem of alcohol, and tobacco, as moral problems, because I feel that we compromise our standards to follow the crowd and to engage in these activities.

'Losing Individuality'

MISS ALLABAND: To go along with what George is saying, I believe we are losing our individuality.

MR. MCBURNEY: How do you lose your individuality?

MISS ALLABAND: By following the crowd and not living up to the highest within you.

MR. MCBURNEY: In other words, you don't have the strength to stand up for the things in which you really believe?

MISS ALLABAND: That's what I'm afraid is happening.

MR. MCBURNEY: You capitulate to the group and drift along with them.

MR. FRANK: This moral degeneration certainly is a problem. I don't think our parents can be overly concerned about this. There is almost no limit to the concern which can be worth while in this matter. There is a lot to be done, and I would agree with George, again, that tobacco and drink

probably lower moral and ethical standards, also.

MR. MCBURNEY: Now, tobacco, the habit of smoking and the habit of drinking—are they moral or health problems, George?

MR. FREDRICKSON: Well, I think they are both. I really think there are certain moral aspects that enter in, and certain health aspects. While it can be shown, of course, by certain studies, that tobacco and alcohol do weaken health, I think the decision to smoke and drink has moral implications when moral standards are violated.

MR. MCBURNEY: Does drinking or smoking in excess have anything to do with it?

MR. FREDRICKSON: To excess, yes, in alcoholic beverages, so that they lose control of themselves, for instance, through intoxication—such situations as that, I really feel, are immoral.

High Standards

MR. DEL VALLE: But I don't believe they are necessarily or inherently immoral, because many teen-agers who do smoke and drink a little bit, are not necessarily immoral. They have very high standards, and yet they smoke.

MR. FREDRICKSON: Well, if they did smoke to excess and drink heavily, I would not feel that their standards were high.

MISS ALLABAND: I wouldn't, either.

MR. MCBURNEY: You would think that these habits might be a sign of certain weaknesses in the moral fiber?

MR. FREDRICKSON: Yes, I would.

MR. DEL VALLE: But you do find those who do smoke who sometimes have very great characters. You can notice right here in our own Institute this year that a lot of the boys and girls do smoke, but nevertheless their characters are excellent.

MR. FRANK: This drinking and smoking isn't exactly a question of moral practice, but it is a matter of moral standards. We are objecting to the

weakness and loss of individuality which comes from adopting practices of questionable value merely because others do it.

MR. MCBURNEY: We have been talking about some of these problems which face American youth. What kind of an attitude do you think that teen-agers bring to these problems? What kind of attitude do you bring to them? Are you, generally speaking, optimistic or pessimistic?

MR. FREDRICKSON: I personally am pretty optimistic about the future. I feel there are certain problems to be ironed out, and yet I have enough faith that we will eventually reach a solution to these problems.

It seems to be the general attitude, though, of most teen-agers, that although they are optimistic about the future, they aren't particularly concerned with it. They aren't particularly concerned with studying the implications of the future, and I think while it is possible to be optimistic about the possibilities of achieving world peace and the possibility of achieving higher standards of living in the future, we must also be concerned with the alternatives which may happen.

Optimism

MR. MCBURNEY: Are you saying that teen-agers are sort of happy-go-lucky?

MR. FREDRICKSON: That's right. That's a very good phrase.

MR. FRANK: If we are optimistic, I think there is more certainty of our attaining the goals we are looking for. It really isn't an inherent fault of youth so much, this carefree feeling toward the problems. It is fostered, I think, by our environment, because of the fact that it is so easy-going. Our country has built up such a tremendous standard of living for everyone that we don't have responsibilities placed upon our shoulders in this country as youth in other countries have problems placed squarely in their laps.

Perhaps the whole basic fault here

is the lack of a serious approach; *a serious optimism is what I would call for!*

MR. DEL VALLE: I agree with Joe, because if we have a serious optimism toward our problems, we have a more healthy outlook, and eventually get more done.

MR. MCBURNEY: Might it not be, though, that we live in a land where there are teen-agers denied the kind of opportunities that you young people apparently have, who would face these problems with a little less equanimity, who might be a little more pessimistic and a little more skeptical as a result of the kind of difficult situations in which they find themselves?

MR. FREDRICKSON: There certainly are teen-agers—particularly in the matter of military induction—who see very little hope of anything but years and years of military service. As a result, they cast all their well-laid plans aside and say, "Well, what's the use? I'm just going into the Army, so why should I prepare myself for anything?"

I think that is a very definite weakness. I think we should go ahead with our plans and not worry too much about the possibility of military service, even though we may think about it. We should not concern ourselves too greatly with worry about the situation.

MR. MCBURNEY: I suspect that is a factor in the lives of a good many boys, and it might contribute to some skepticism. Do you think so?

MR. FRANK: I'll agree with you there.

MR. MCBURNEY: This confusion isn't confined to high school students; we encounter it among college boys, as well. In general, though, I think the attitude taken is the one you discussed earlier.

Preparation

Do you think that young men and young women of today are pretty well prepared to cope with these problems we have been discussing?

MR. DEL VALLE: I think they are better prepared to cope with their problems than were the generations before us, because we have more opportunities to learn how to cope with them.

MR. FREDRICKSON: I would not agree with that entirely. I do not feel that the teen-ager today is completely ready to meet his problems, largely because of the fact that he does not take the time or does not have the interest to study the problems that he is going to face in later life; he doesn't study the implications of the future, and so forth. He doesn't learn the background of what is happening in the world concerning international and national politics and policies. Because of this, I think we can say that the teen-ager has not concerned himself enough with the future, so he is not too well prepared to meet it.

MR. FRANK: I think teen-agers really have the potential to go ahead and meet these problems. Preparation is the thing that must be acquired, and I agree with George that many teen-agers today lack that preparation because of a sort of lackadaisical attitude toward things, like "Life is easy," and so forth. Perhaps our parents could tighten up a bit and make it a little tougher.

MISS ALLABAND: I'm afraid many people do not realize the responsibilities that are being placed upon the teen-ager of today. If they did, I think they would cut out a lot of things that they are doing today.

Place of the School

MR. MCBURNEY: Now, there is one American institution with which you people come in contact very directly indeed, and that is the school. We were talking about your competence to deal with these problems, and I have an idea that the schools you attend are pretty important factors in determining that competence, wouldn't you say so? How adequate are the schools? Do you think they are doing their job?

MR. FREDRICKSON: It is my own

opinion that schools are too concerned with preparing people for specialized occupations and vocational training, and so forth. While these things may be important, I think there is not enough emphasis placed on how to live in the world of tomorrow, how to know how to set a standard, a code by which to operate, and how to know how to deal with and think about the problems of the world as a whole; in other words, how to be a citizen of the world rather than merely a person who can hold down a job somewhere in a certain occupation and make a living.

MR. DEL VALLE: I can't speak for the public schools because I attend a Catholic school. I can't say how the public schools run it, but in our schools they teach us our moral obligations first, and then our physical needs.

MR. FRANK: But I do not think that the synagogue movements and church movements in our country today are prepared to undertake the total education of American youth. Perhaps they could do a better job than the public schools, but we must concern ourselves with public schools because of the fact that this is where the bulk of the education will be done. I think that definite, constructive steps could be taken to improve the education in our public schools today. Very practical courses are needed to help the high school student to learn to think and to live, more than to take up courses which are not of value in their lives from a practical standpoint.

Public Speaking and Sociology

A course like public speaking, which will teach a person to have confidence in himself, and poise, and will give him the ability to go forth and speak up in civic matters, and to be a responsible citizen, and a course like sociology, which makes us aware of all the problems in our society—those are two courses which I think should be universally required in our public schools, and are not today.

MR. DEL VALLE: But don't you think the present laws concerning the separation of church and state make it rather hard for the public schools to teach such things?

MR. MCBURNEY: It wouldn't make it hard for them to teach the two things that Joe referred to, of course—that is, the social sciences and public speaking.

Incidentally, that strikes me as a rather strange marriage, Joe. Why this emphasis on public speaking? Of course, as a teacher of speech, that's music to my ears, but why your interest in that?

MR. FRANK: Well, I've seen in my school that those who have public speaking are better prepared to undertake responsibilities, in general, everywhere—in clubs and organizations and as citizens. They are better prepared to stand up and speak for what they believe in. That is the type of citizens we have to have in our democracy.

MR. MCBURNEY: If I may say so, if the kind of competence which you young people exhibit here today in discussing your problems and ways of meeting them is an example of what you get through some training in public speaking, then I'm all for it. In the degree that training in public speaking is addressed to the solution of your problems and the problems that you continue to face, it becomes a very important social method.

But we haven't answered Joe's question here. He suggests that the public schools are estopped from doing the kind of job in the field of morals that ought to be done, because of some interpretations that have been placed on our Constitution.

Religious Education

MR. FREDRICKSON: Well, naturally, all of us feel that some type of education, religious education, is necessary. All of us feel that is an important part of any education, and yet, because of present laws, it is very difficult to do this directly in the schools.

I think that in any kind of a history, literature or any other course which develops a general liberal background, a general cultural background, such things as high standards, such things as appreciating the finer things in life, and molding our lives to higher qualities, can be taught by a successful teacher, interjected in such courses. We should have more teachers who do not exactly follow the textbook curriculum, but who put in a few ideas as to what we can do in this world, and what this does mean to us. For instance, in reading great literature, the teacher should explain how we can apply that to our lives, and so forth. Something could be achieved in that way.

MR. FRANK: And we get the idea today that our society does not rate teachers highly enough. Education, today, is not held in high enough respect and esteem by America, in general.

I think we have all heard the "statistic" about more money being spent each year on liquor than on education. It isn't only said; it is true!

I think there is a need for a wholehearted concern for the bettering of teachers' standards, salaries, and their place in the eyes of the community. All those things have to be brought up to a higher level before education will really become more serious and dignified.

MISS ALLABAND: I think so, too, because a teacher actually sets standards for the students she is teaching. She should remember that when choosing this profession, and always through her classes—that she is setting an example for the students whom she is teaching.

Influence of Church

MR. MCBURNEY: How much of an influence is the Church and organized religion in the lives of teen-agers? How does that strike you, George?

MR. DEL VALLE: Well, it is a very great influence in my life, because I was brought up in a Catholic school.

However, I don't know how it would be for those who have not had this religious training.

MR. FREDRICKSON: Well, I feel that the Church does not play as important a part as it should in the lives of our youth. There is difficulty in bringing the youth to church meetings, to have them get the right religious education. It seems as though the youth of today do not have time or their interests do not lie in such fields that they will take the time to go to church and gain a little religious education.

MISS ALLABAND: Might I say this—that environment plays a large part in it.

MR. MCBURNEY: What do you mean by environment?

MISS ALLABAND: That our parents and others before us set the standards by which their children and the youth of today are going to live, and if they are not interested in the Church and religious organizations, the children are not going to be brought up in the Church.

MR. MCBURNEY: What is your attitude, Joanne—your attitude, generally, toward the older generation, your parents, grandparents and their contemporaries? Do you think they have let you down?

MISS ALLABAND: No, I wouldn't say they had let us down.

MR. MCBURNEY: You think they are a pretty shabby lot, by and large?

MISS ALLABAND: No, I wouldn't say

that at all, but I'm afraid some of them are not realizing that the youth of today are looking to them for example.

MR. FRANK: Yes, I think the majority of parents of today are undertaking responsibilities seriously, but not really seriously enough. I think more parents must take their responsibilities seriously, in order to inculcate in their children a more thoughtful approach in life. I think our parents could have done a little better by us in a more serious approach to the problem of giving us the education we need.

MR. MCBURNEY: What do you young people think are the special responsibilities and opportunities of the youth of today?

MR. FREDRICKSON: I think one of our main responsibilities is in the field of international relations, in attempting to achieve a lasting world peace by advancing through the United Nations and other units, and attempting to bring the world closer together; also, along with this policy, attempting to raise the standard of living so that there can be some bottom to the standard of living of the people of the world—in other words, giving everyone the basic necessities of life.

MR. FRANK: Peace is the first thing that I see we must strive for; once we have a reasonable peace, in order to keep it, we must strive for a strong economy. . . .

ANNOUNCER: I'm sorry, but our time is up.



Suggested Readings



Compiled by William Huff
and M. Helen Perkins, Reference Department,
Deering Library, Northwestern University



SADLER, WILLIAM S. *Adolescence Problems*. St. Louis, Mosby, 1948.

Written for physicians, teachers and parents covering the following aspects of the teen-agers' life: Psychological and Emotional Life; Home and Family Life; Education and School; Social and Economic Adjustments; Sex Problems and Moral Adjustments; Abnormalities of Adolescence.

THORPE, LOUIS P. *Personality and Youth*. Dubuque, Iowa, Wm. C. Brown, 1949.

In non-technical language for high school students, this book presents "the essential facts of personality development as they are known to the science of psychology."

WARTERS, JANE. *Achieving Maturity*. New York, McGraw, 1950.

The purpose of this book is "to present in non-technical language certain findings of recent research studies on adolescence and youth and in a way that will help young people to understand themselves and their problems. . . ."

WATSON, GOODWIN. *Youth After Conflict*. New York, Association Press, 1947.

Considers the social, political and economic factors which affect young people after a war, and studies the changes of attitude in youth after such an upheaval.

The Atlantic 186:32-36, Ag., '50. "Women Aren't Men." A. E. MEYER.

The most important and necessary job for a woman is that of mother and housewife. "Women have many careers but only one vocation—motherhood."

Life 30:35-7, Ap. 16, '51. "The Youngsters Ask Some Questions."

Teen-agers ask a Congressman where they stand concerning the draft and discuss various aspects of the draft laws relating to them.

Look p. 104+, Jl. 19, '51. "Teen-age Morals: City vs. Small Town." B. BETZ.

A short analysis of the problems and attitudes of teen-agers concerning moral issues including some of the causes of these problems and possible solutions.

N. E. A. Journal 40:177-78, March, '51. "How Can We Teach Moral and Spiritual Values in the Public Schools?" W. G. CARR.

An outline of ten important factors which should be considered in the organizing of a useful plan or policy in teaching moral and spiritual values in public schools.

National Parent-Teacher 45:4-6, Feb., '51. "Public Spirited Youth." C. W. FERGUSON.

Adults often underestimate the resourcefulness and ability of youth to think and act for themselves.

This article presents some suggestions supported by facts which may alter the thinking of parents and teachers.

National Parent-Teacher 45:28-9, Feb., '51. "Tomorrow Belongs to Youth." V. M. HANCHER.

The older generation must be realistic and face those problems which may jeopardize youth's future if not seriously considered.

Parents' Magazine 25:45-7+, Nov., '50. "The Teens Need Your Help." R. FEDDER.

Parents can aid teen-agers by understanding the effects of growth and the problems of adjusting to society.

Parents' Magazine 26:38+, March, '51. "Give and Take with the Teens." M. BURNETT.

The need of parents and children to respect each other's feelings and to try to understand them as well as their own feelings.

Parents' Magazine 26:31+, May, '51. "Why Boys and Girls Go Wrong or Right." R. M. GOLDENSON.

A report on two studies showing the importance of family life on the teen-ager who goes right and the one who goes wrong.

Parents' Magazine 26:36+, May, '51. "The Teens Discover Themselves." M. FARNHAM.

A medical doctor's views on the role of parents in assisting young people to identify themselves and to make that identity acceptable to society.

Town Meeting p. 1-16, Oct. 31, '50. "Is Youth Forgetting Religion?" J. H. PRICE and P. WEAVER.

A discussion of youth and religion by a clergyman and a professor, both experts in the field of religious education.

U. S. Department of State Bulletin 23:1009-10, Dec. 25, '50. "Crisis in World Affairs, a Challenge to the Youth of Today." H. S. TRUMAN.

A speech by the President of the United States at the Mid-Century White House Conference on Children and Youth.

U. S. Department of State Bulletin 24:450-53, March 19, '51. "Answer to Youth's Bewilderment."

Secretary of State Dean Acheson assists a father in answering his soldier son's bewilderment concerning the United States' foreign policy and the Korean War.

U. S. News and World Report 30:15-16, Feb. 16, '51. "College, Volunteer or Draft."

A brief "guide for youths coming of military age" presenting the alternatives for a high school graduate. The selection of a career in 1951 requires consideration of the opportunities available in the armed forces.

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